

**UNITED STATES OF AMERICA  
BEFORE THE NATIONAL LABOR RELATIONS BOARD**

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**DUQUESNE UNIVERSITY OF THE HOLY  
SPIRIT,**

**Employer,**

**v.**

**Case No. 06-RC-080933**

**UNITED STEEL, PAPER AND FORESTRY,  
RUBBER, MANUFACTURING, ENERGY,  
ALLIED INDUSTRIAL AND SERVICE  
WORKERS INTERNATIONAL UNION, AFL-  
CIO/CLC,**

**Petitioner.**

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**Petitioner Union's Verified Opposition to Employer's Request for  
Special Permission to Appeal & Request for Expedited Review**

Now Comes, Petitioner United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union, AFL-CIO/CLC ("USW" or "Union"), and does hereby set forth its opposition to the "Employer's Request for Special Permission to Appeal from the Regional Director's Order Denying Employer's Motion to Withdraw from Stipulated Election and Request for Expedited Review" ("Request").

**I. Introduction**

The Request of Duquesne University ("Employer") is not about God or religion, but about Mammon. It is about the Employer's desire to have the unfettered right, not to practice religion, but to pay its adjunct professors substandard wages without benefits and without job security while the Employer, an ostensible non-profit, makes massive profits of around \$50 million a year.

Moreover, Catholic Canon Law specifically requires institutions such as Duquesne to honor the governing labor laws. Thus, Canon 1286 “Administrators of goods,” requires that such institutions, “in the employment of workers are to observe meticulously also the civil laws concerning labor and social policy, according to the principles handed on by the Church.”<sup>1</sup> It further requires that they “are to pay a just and decent wage to employees so that they are able to provide fittingly for their own needs and those of their dependents.”

Sadly, the Employer’s conduct in this case falls far short of living up to these or any other acceptable principles, whether religious or secular. As we demonstrate below, it was the Employer which insisted upon going to the NLRB to determine the unit in this case and to set a unit election rather than voluntarily recognizing the Union as requested. Then, the Employer, with the advice of counsel, and after what seemed to be amicable discussions, voluntarily consented to NLRB jurisdiction, voluntarily waived a right to a hearing in which it could have raised, *inter alia*, the issues set forth in its Motion and voluntarily signed a stipulation of election. In signing the voluntary waiver of hearing and the stipulation of election, the Employer entered into a contract which, just a few short weeks later, the Employer now seeks to renege on. The Employer, not claiming any religious exemption from contract law and not citing any intervening events, should not be allowed to back out of these contracts.

Moreover, the Union demonstrates below that, under current Board law, the Employer is not an institution entitled to a religious exemption from NLRB jurisdiction. Therefore, the

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<sup>1</sup>While the Employer may claim that the Board cannot examine its alleged religious beliefs to ascertain whether these beliefs warrant, or even permit, an exemption from the federal labor laws, the Union asserts that the Employer has opened the door wide to such an examination by its voluminous recitation to Catholic teaching and Canon Law in its Request and attached exhibits.

Company should be held to its contractual stipulation of election, the election should go forward as planned and the ballots counted immediately.

## **II. Statement of Facts**

As the summary of its 990 IRS form indicates, the Employer is a university with revenue of around \$350 million a year and expenses of around \$300 million. *See*, Ex. A. This same document shows the Employer as listed in the category of “B Educational Institutions” and “B43 University or Technological” (*id.*), as contrasted with true religious institutions such as Pittsburgh Theological Seminary which is listed as “X Religion, Spiritual Development” and “X20 Christian” (Ex. B).

Further, the Employer is run by a President, Charles J. Dougherty, who is a lay person, as well as by a Cabinet of Officers and Board of Directors which consist mostly of lay persons. *See*, Exs. C&D.

As the Employer makes clear on its own website, it is open to people of all faiths and religions. Indeed, in a section entitled, “Ecumenical and Interfaith Opportunities,” the Employer informs prospective students that it has various religious organizations on campus, including the Muslim Student Association, the Jewish Student Association, the Orthodox Christian Fellowship and an inter-faith group known as “God in All Worlds.” *See*, Ex. E. As it further explains to prospective students in the FAQ section of its website, the Spiritan Campus Ministry “serves all students, faculty and staff, *whatever their faith*, by helping them understand and engage the University mission and Spiritan tradition so they can share it with each other, their communities and the world beyond.” Ex. F (emphasis added).

Moreover, the Employer does not require its students to study Catholicism or even Christianity at the university. Rather, it requires students only to satisfy one, generic “Theology” requirement which can be satisfied by taking, *inter alia*, the vague course in “Theology: Global and Cultural Perspectives,” and to satisfy a requirement in “Faith and Reason,” which is a course focusing on the role of any “religious faith and reason in a particular society . . . .” *See*, Duquesne University Core Curriculum Structure (Ex. G).

The Employer employs hundreds of adjunct professors at the university, including over 100 adjuncts at the McNulty College & Graduate School of Liberal Arts – the adjuncts at issue in this case. As the Employer makes clear on its website, it not only permits, but also encourages diversity (including of religion) amongst all of its faculty. *See*, Ex. K.

What’s more the contracts with these adjuncts are barebones. Absent from these contracts is any mention of any requirements whatsoever to teach religion, to model religion or to even be open to religion. *See*, Ex. H. Rather, the contracts focus on the Employer’s purely secular monetary concerns. Thus, it spells out that the adjunct will receive a meager base salary of \$2,556 per course (a mere 36% of the industry standard of \$6,920),<sup>2</sup> receive no benefits or job security. *Id.* As for the lack of job security, the contract specifies that “[t]he term of this temporary, non-tenured agreement is one semester. . . . If this teaching assignment or any portion thereof is cancelled for any reason, including inadequate enrollment, the University reserves the right to cancel this appointment. The University retains sole discretion in defining inadequate enrollment.” (*Id.*). In short, while the contract certainly reduces the adjuncts to penury and to mendicants, it is utterly indifferent to the adjuncts’ religious values or desire to

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<sup>2</sup>*See*, [http://www.mla.org/mla\\_recommendation\\_course](http://www.mla.org/mla_recommendation_course) (recommendation of the Modern Language Association).

inculcate religious values. Rather, the contract is intended only to maximize the amount of surplus value squeezed out of the adjunct.

Feeling the yoke of the Employer's repression and exploitation, the adjuncts came to the USW to help them organize into a union to improve their wages and other terms and conditions of employment. And, after collecting a large majority of union cards from the adjuncts, the local adjunct organizing committee and the USW, including the undersigned counsel, met with leaders from the Company to request voluntary recognition.

As the undersigned can affirm,<sup>3</sup> the Employer, through Vice-President Steven Schillo, rejected the Union's request for voluntary recognition. *See*, Ex. I (request for recognition). At this meeting, held on May 14, 2012, Vice-President Schillo stated his belief that the unit the USW sought to represent was unclear and that ***the Employer's position was that the unit had to be clarified through the processes of the National Labor Relations Board*** (NLRB). He also stated his belief that the proper course for recognition was through an NLRB-supervised election. Moreover, in response to statements that the USW had made in the press about the Employer's duty to live up to Catholic teaching supporting unionization and the fair treatment of workers, Mr. Schillo chastised us,<sup>4</sup> saying that the Employer has a bargaining relationship with 4 other

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<sup>3</sup> The undersigned counsel, Daniel Kovalik, swears to the truth of the facts about this meeting, which he attended, as well as to the authenticity of the documents attached hereto which he personally downloaded from the internet with the exception of the adjunct contract which was handed to him by an adjunct. The undersigned wishes also to note that he is a product of the Catholic parochial school system, having attended the St. Elizabeth Ann Seton grade school, St. Andrew's middle school, and Archbishop Moeller High School. He then went on to study at the University of Dayton – a school much like Duquesne University in that it has a Catholic tradition, but (*very unlike* the parochial grade and secondary schools) requires no Catholic study much less requirement of church activity or attendance.

<sup>4</sup> Indeed, the Catholic Church is rife with strong statements in support of unionization, with the current Pope, Pope Benedict, recently stating in the 2009 encyclical *Caritas in veritate*:

unions, was indeed in contract negotiations with those unions at that time, and understands its duties under both Catholic Church teaching *and* the NLRA to fairly negotiate with certified bargaining representatives. These sentiments were echoed in public statements the Employer made through its spokesperson Bridget Fare who told the press “that the university works amicably with four other unions on campus, and ‘intends do the same with the McAnulty part-time adjuncts should they choose to unionize. *We’ll be letting the NLRB process take its course and proceed accordingly.*’” See, <http://www.insidehighered.com/news/2012/06/07/duquesne-adjunct-group-wants-organize-steelworkers-unions-help> (emphasis added).

Given Mr. Schillo’s insistence on having the question of representation resolved through the NLRB processes, the USW filed its petition in this case later on May 14, 2012. Very soon thereafter, the Employer’s local, outside counsel Robert McTiernen called the undersigned counsel, stating that he believed that the parties could reach a stipulation of election in this case. The USW, through the undersigned, and the Employer, through Mr. McTiernen and the Employer’s General Counsel and Vice President for Legal Affairs Linda Drago, then proceeded to engage in very amicable negotiations for such a stipulation. And, ultimately, the parties reached and voluntarily signed a stipulation for election and waiver of hearing in the above-captioned case. In pertinent part, the parties agreed to a mail ballot election, with ballots to be mailed out on Friday June 22, 2012. NLRB Region 6 approved and signed this stipulation.

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*“The repeated calls issued within the Church’s social doctrine, beginning with Rerum Novarum, for the promotion of workers’ associations that can defend their rights must therefore be honored today even more than in the past, as a prompt and far-sighted response to the urgent need for new forms of cooperation at the international level, as well as the local level.”* Again, the Employer, more interested in its bottom line than in any religious devotion, conveniently ignores such calls in its claim for a religious exemption.

Shortly thereafter, the Employer dismissed its local counsel, Mr. McTiernen, and hired a union busting attorney Arnold E. Perl from Memphis, Tennessee. As Mr. Perl advertises in the opening lines of his biography, “Arnold E. Perl has more than forty (40) years of experience in assisting organizations in labor and employment law, *with extensive experience counseling organizations on remaining union free.*” See, <http://www.glankler.com/attorneys/perl-arnold/> (emphasis added).

On June 15, 2012, just one week before the scheduled election, the Employer filed its Motion to withdraw from the contractual stipulation for election with Region 6 of the NLRB. On the very same day, the Employer announced through its President, Charles Dougherty, that the Employer had reached labor agreements with the 4 unions already on campus. See, Exhibit J.

By Decision dated June 18, 2012, Region 6 properly denied the Employer’s Motion. As the Acting Regional Director, Mark Wirick, wrote:

The Employer acknowledges the well-established rule that ‘once an election agreement has been approved, a party may withdraw therefrom only from an affirmative showing of unusual circumstances or by agreement of the parties.’ The Petitioner opposed the requested withdrawal. The Employer contends its claim that the Board cannot assert jurisdiction over it is itself an unusual circumstance which should permit it to withdraw from the election agreement.

Subsequent to the *Catholic Bishop of Chicago* ruling the Board asserted jurisdiction over this same Employer. *Duquesne University of the Holy Ghost*, 261 NLRB 587 (1982). Since that time the Employer has stipulated to the Board’s jurisdiction in three representation cases before the Region, including the instant case. The Motion does not establish [that] there are any relevant changed circumstances.

### **III. Argument**

As the Employer itself explained in its original Motion to the Regional Director to withdraw from the stipulation of election agreement, “‘once an election agreement has been approved, a party may withdraw therefrom only upon an affirmative showing of unusual circumstances or by agreement of the parties.’” Employer’s Motion the Regional Director at p. 3

(citing, *First FM Joint Ventures, LLC*, 331 NLRB 238, 239 (2000))(citing, *Sunnydale Medical Center*, 241 NLRB 1156 (1979)). And, as the Acting Regional Director correctly found, the Employer did not and could not show any intervening circumstance to warrant its unilaterally withdrawing from the stipulation agreement it voluntarily entered into. In short, the Employer is not, and indeed does not claim to be, any more religious now than it was at the time it entered into the stipulation agreement. Therefore, it must abide by that agreement.

Put another way, the Employer is not entitled to any religious exemption from a contract it freely signed or from the force of governing contract law.<sup>5</sup> Indeed, it does not claim such an exemption to contract law, and the Union knows of no such exemption. For this reason also, the stipulation of election contract which the Employer signed, with advice of counsel, must be enforced. Without more, the Employer's Request must be denied.

In addition, the Employer's insistence that the parties resolve the representation issue in this case before the NLRB, and its subsequent voluntary signing on to a stipulation of election undercuts the merits of the Employer's claim for religious exemption. This is now the fourth time that the Employer has signed on to a stipulation for a Board-supervised election. These very facts must be seen as fatally undermining any claim that such an election, or the Board's

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<sup>5</sup>Given that the Employer affirmatively signed a contract for an election, this is not merely a case of waiver of a religious exemption. Rather, it is simply a question of contract enforcement, and there is no known religious exemption to such enforcement. However, even if this were a mere question of waiver, the Union vigorously argues that a claim of religious exemption such as that being claimed here can be waived and was in fact waived here. Thus, the courts have consistently held that exemptions, even religious ones, must be properly pled, and, if not, can be waived. *See, Spann v. Word of Faith Christian Center Church*, 589 F.Supp.2d 759, 763 (S.D. Miss. 2008) (court rejecting defendant's claim that it could not waive religious exemption under Title VII by failing to properly plead it in a timely fashion). Moreover, because the NLRA contains no statutory exemption for religion, much less a specific statement that any such exemption is jurisdictional, such an exemption from the Act is in fact not jurisdictional and therefore waivable. *Smith v. Angel Food Ministries, Inc.*, 611 Supp.2d 1346, 1349 & fn. 4 (rejecting defendant's claim that religious exemption even under Title VII, which does expressly provide for a religious exemption, is non-waivable).



exercise of jurisdiction (upon the very invitation of the Employer itself), somehow burdens the Employer's exercise of its First Amendment religious rights. How an election held this week is somehow burdensome on these rights when they obviously were not a few short weeks ago when the Employer signed the stipulation is impossible to fathom. And, the Employer gives absolutely no explanation for how this might be so. For this reason also, the belated claim for religious exemption should be rejected.

Moreover, the Employer has set itself an impossible task in this case. Thus, while it is had the affirmative burden of proving its claim to a religious exemption, *Spann v. Word of Faith Christian Center Church*, 589 F.Supp.2d 759, 763 (S.D. Miss. 2008), it expressly waived its right to a hearing in this case as part of the signed stipulation agreement. Therefore, it has no forum to prove its claim for exemption. Again, the Employer does not claim, and cannot claim, that the right to a hearing, even for a religious institution, is somehow unwaivable. In short, the Employer is bound by this waiver to a hearing and therefore unable to mount any proof to sustain its claim for religious exemption.

What's more, the Employer does not even provide verified documents or evidence in support of its instant Request. The Union objects to all of the so-called evidence the Employer proffers to the Board on the grounds that it is unverified, unauthenticated and hearsay and not even admissible for purposes of a summary judgment motion. Therefore, the factual basis of the Employer's claimed religious exemption must be rejected, and the religious exemption along with it.

Finally, even if the Employer were entitled to a hearing in which it could prove its claims, the facts do not support a claim for religious exemption here. The governing case in this regard is *Livingstone College*, 286 NLRB 1308, 1308-1310 (1987), in which the Board refused to grant

a religious exemption to a college with an AME Zion tradition in that the college was not “financially dependent upon the Church. Only one-half of the board of trustees are required to be bishops of the Church; [and] the remaining members of the board need not even belong to the Church.” The Board also based this decision upon the fact that the College does not attempt to inculcate the faith of the Church and does not require its faculty members to do so. *Id.* Further, the Board relied upon the fact that the College indeed promotes religious freedom on campus and does not require its students to belong to the AME Zion faith or to practice that faith on campus. *Id.* Finally, it found significant the fact that the College only requires 4 credits, out of a total of 124, of religious courses for graduation. *Id.*


Similarly, in this case, the Employer does not even claim that it is financially dependent upon the Catholic Church or the Spiritan Order; only a small minority of its Board of Trustees are religious; and there is no requirement there is no religious litmus test for the remainder. Further, the Employer does not attempt to inculcate the Catholic faith, requiring only 6 credits of any religious study, and none of that is required to be Catholic. The Employer also goes out of its way to encourage students of other faiths (including non-Christian faiths such as Muslim and Jewish) to attend the University and to practice their faith there. In addition, the Employer does not require its adjuncts to be of any faith or to promote the faith in their instruction, requiring only (as judged from the adjunct contracts) that they work for barely subsistent wages with no benefits or job security.

Therefore, under well-settled Board law, it cannot be said that the exercise of Board jurisdiction would somehow be burdensome upon the Employer. This is especially the case here where the Employer indeed invited this jurisdiction and consented to it through a signed stipulation just a few short weeks ago.

#### IV. Conclusion

For the foregoing reasons, the Employer's Request should be denied in its entirety, and the election which it consented to, and which is scheduled for June 22, 2012, should go forward as planned and the ballots counted immediately upon their return.

Respectfully submitted,

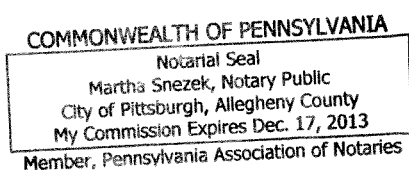
  
Daniel M. Kovalik  
Senior Associate General Counsel  
United Steelworkers International Union  
Five Gateway Center – Suite 807  
Pittsburgh, PA 15222  
Telephone: 412.562.2518  
FAX: 412. 562.2574  
E-mail: [dkovalik@usw.org](mailto:dkovalik@usw.org)

COMMONWEALTH OF PENNSYLVANIA           )  
   ) ss:  
COUNTY OF ALLEGHENY                   )

Having personal knowledge of the facts of this case, I hereby swear that they are true and correct and that the documents attached hereto are authentic.

  
Daniel M. Kovalik

Subscribed and sworn to before me this 20th day of June, 2012.



*Martha Sneyek*  
Notary Public

### CERTIFICATE OF SERVICE

I, Daniel M. Kovalik, do hereby certify that on June 20, 2012, a copy of the foregoing document was filed electronically with the National Labor Relations Board in Washington, DC and copies were served via e-mail on the following:

Arnold E. Perl  
Glankler Brown, PLLC  
6000 Poplar Avenue, Suite 400  
Memphis, TN 38119  
[aperl@glankler.com](mailto:aperl@glankler.com)

Andre B. Mathis  
Glankler Brown, PLLC  
6000 Poplar Avenue, Suite 400  
Memphis, TN 38119  
[amathis@glankler.com](mailto:amathis@glankler.com)

Mark Wirick  
Acting Regional Director  
National Labor Relations Board  
Region 6  
William S. Moorhead Federal Building  
1000 Liberty Avenue, Room 904  
Pittsburgh, PA 15222  
[mark.wirick@nrlrb.gov](mailto:mark.wirick@nrlrb.gov)



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Daniel M. Kovalik

# Exhibit A



Category: College and University

## Duquesne University of the Holy Spirit

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#### Duquesne University of the Holy Spirit

Physical Address: **Pittsburgh, PA 15282**

EIN: **25-1035663**

Web URL: [www.duq.edu](http://www.duq.edu)

Leadership: **Charles J. Dougherty, Chief Executive**



#### GuideStar Seal

Organization does not have a GuideStar Exchange Seal



#### Registered with IRS

Legitimacy information is available



#### Financial Data

Annual Revenue and Expense data reported



#### Forms 990

2010, 2009, and 2008 Forms 990 filed with the IRS



#### Mission Objectives

Mission Statement is available



#### Impact Statement

Impact Statement is *not* available



No Personal Reviews available

#### Legitimacy Information

- This organization is registered with the IRS.
- This organization is required to file an IRS

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Form 990 or 990-EZ.

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## Forms 990 from IRS

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## Annual Revenue & Expenses

Fiscal Year Starting: **Jul 01, 2009**

Fiscal Year Ending: **Jun 30, 2010**

### Revenue

**Total Revenue**      **\$350,004,351**

### Expenses

**Total Expenses**      **\$303,923,587**

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## Basic Organization Information

Duquesne University of the Holy Spirit

**Physical Address:** Pittsburgh, PA 15282

**EIN:** 25-1035663

**Web URL:** [www.duq.edu](http://www.duq.edu)

**NTEE Category:** B Educational Institutions  
B43 University or Technological

**Year Founded:** 1937

**Ruling Year:** 1937

Login or register to see this organization's full address, contact information, and more!

## Mission Statement

Duquesne serves God by serving students through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the church, community, nation and the world.

## Expert Reviews

There are no Expert Reviews for this organization. Learn more about [TakeAction@GuideStar](mailto:TakeAction@GuideStar).

## Impact Statement from Nonprofit

This organization has not provided an impact statement.

## Personal Reviews

There are no reviews for this organization.

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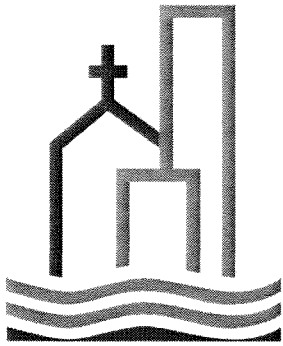
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# Exhibit B





Category: College and University



**PITTSBURGH  
THEOLOGICAL  
SEMINARY**

## Pittsburgh Theological Seminary

Pittsburgh, PA



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### Pittsburgh Theological Seminary

Physical Address: **Pittsburgh, PA 15206**

EIN: **25-0965473**

Web URL: [www.pts.edu](http://www.pts.edu)

Leadership: **Rev. Dr. William J Carl, Chief Executive**

**GuideStar Seal**

Organization does not have a GuideStar Exchange Seal

**Registered with IRS**

Legitimacy information is available

**Financial Data**

Organization has not reported Revenue & Expense data to GuideStar

**Forms 990**

Forms 990 filed with the IRS are not available

**Mission Objectives**

Mission Statement is available

**Impact Statement**

Impact Statement from nonprofit is available

No Personal Reviews



available

## Legitimacy Information

- This organization is registered with the IRS.
- This organization is not required to file an annual return with the IRS because it is a religious organization.

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## Forms 990 from IRS

Forms 990 filed with the IRS are not available for this organization.

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## Annual Revenue & Expenses

Revenue and expense data are not available for this organization.

### Revenue

**Total Revenue** --

### Expenses

**Total Expenses** --

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### People

## Basic Organization Information

Pittsburgh Theological Seminary

**Physical Address:** Pittsburgh, PA 15206

**EIN:** 25-0965473

**Web URL:** [www.pts.edu](http://www.pts.edu)

**NTEE Category:** B Educational Institutions  
B50 Graduate, Professional(Separate Entities)  
X Religion, Spiritual Development  
X20 Christian

**Year Founded:** 1960

**Ruling Year:** 1960

Login or register to see this organization's full address, contact information, and more!

## Mission Statement

On a dynamic and challenging global stage Pittsburgh Theological Seminary plays its part in God's redemption of the world through Jesus Christ by preparing leaders who proclaim with great joy God's message of good news in both word and deed.

## Expert Reviews

There are no Expert Reviews for this organization. Learn more about [TakeAction@GuideStar](mailto:TakeAction@GuideStar).

## Impact Statement from Nonprofit

The Seminary's impact is felt throughout the Western Pennsylvania region and around the world. Nearly 3000 living graduates serve as pastors, counselors, chaplains, teachers, social workers, missionaries and community volunteers as a result of the education that they have received at Pittsburgh Seminary. Their ministries improve the quality of life in

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this region and beyond. Over 2000 people who participate in the Seminary's Continuing Education and special events each year are enriched as well as they explore issues of faith, theology, ethics, justice and community life.

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## Personal Reviews

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There are no reviews for this organization.

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# Exhibit C

# Duquesne University Administration

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[Policies, Guidelines and  
Plans](#)  
[2010-2015 Strategic Plan](#)  
[Mission & Identity](#)

## President



**Charles J. Dougherty**  
 412.396.6060  
[president@duq.edu](mailto:president@duq.edu)  
[Bio >](#)

## Cabinet / Officers of the University

### Vice President for Legal Affairs and General Counsel University Secretary



**Linda Drago, J.D.**  
 412.396.5181  
[drago@duq.edu](mailto:drago@duq.edu)  
[Bio >](#)

### Executive Vice President for Student Life



**Sean M. Hogan,  
C.S.Sp.**  
 412.396.5069  
[hogan@duq.edu](mailto:hogan@duq.edu)  
[Bio >](#)

### Vice President for Mission and Identity



**James McCloskey,  
C.S.Sp.**  
 412.396.5286  
[mccloskey@duq.edu](mailto:mccloskey@duq.edu)  
[Bio >](#)

### Provost and Academic Vice President



**Ralph Pearson**  
 412.396.6054  
[rpearson@duq.edu](mailto:rpearson@duq.edu)  
[Bio >](#)

### Vice President for University Advancement



**John Plante**  
 412.396.4937  
[plante1@duq.edu](mailto:plante1@duq.edu)  
[Bio >](#)

### Vice President for Management and Business



**Stephen Schillo**  
 412.396.6063  
[schillo@duq.edu](mailto:schillo@duq.edu)  
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## Duquesne At a Glance

Founded In  
1878

**10,011**  
students

**14:1** Student-  
to-Faculty  
Ratio

**6** men's and **10** women's  
varsity sports



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## Contacting the University

600 Forbes Ave.  
Pittsburgh, PA 15282  
412.396.6000

[Admissions](#)  
[admissions@duq.edu](mailto:admissions@duq.edu)  
 412.396.6222

[Public Safety](#)  
[publicsafety@duq.edu](mailto:publicsafety@duq.edu)  
 412.396.2677

[Duquesne Union Information Desk](#)  
 412.396.6632  
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## Organizational Chart

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# Exhibit D

# Duquesne University Administration

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## Board of Directors

### Officers

**Chairman of the Board** Marie Milie Jones

**Vice Chairs of the Board** William J. Lyons  
 Anthony J. Carfang

**University Secretary** Linda S. Drago

### Term Members

Arnold E. Burchianti, II	Scott Lammie
Esther L. Bush	William J. Lyons (Vice Chair)
Anthony J. Carfang (vice Chair)	John R. McGinley Jr.
Samuel A. Costanzo	John W. McGonigle
Sr. Mary Dacey, S.S.J.	James F. McGuirk, II
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Thomas B. Grealish	Irene M. Qualters
Mary R. Grealy	Thaddeus J. Senko
Robert Z. Gussin	Rev. Daniel Walsh, C.S.Sp.
Terrence S. Jacobs	Rev. Freddy Washington, C.S.Sp.
Marie Milie Jones (Chair)	Patricia D. Yoder

### Ex Officio

Very Rev. Lawrence A. DiNardo  
 Charles J. Dougherty, Ph.D.  
 Rev. Jeffrey T. Dualme, C.S.Sp.  
 Very Rev. John Fogarty, C.S.Sp.  
 MaryAdele Krollkowski  
 Rev. James P. McCloskey, C.S.Sp.  
 Rev. John A. Sawicki, C.S.Sp.

### Emeriti

Honorable Cynthia A. Baldwin  
 John J. Connelly  
 Thomas R. Donahue  
 Joseph C. Guyaux  
 Samuel P. Kamin  
 James F. O'Day  
 P. David Pappert  
 John G. Rangos, Sr.  
 Arthur J. Rooney, II  
 John A. Staley, IV  
 Sr. Linda Yankosi, CSFN



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# Exhibit E



# Spiritan Campus Ministry

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Spiritan Campus Ministry

Chapel of the Holy Spirit

Lenten Daily Prayers

Mass Times

Develop Your Faith

Community Engagement / Service

DU Weddings

Bulletin

Blogs

Liturgical Ministry

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Duquesne Mission and Identity



## Ecumenical and Interfaith Opportunities

### Crossroads Christian Fellowship

Crossroads Christian Fellowship offers weekly gatherings for Christian denominations, along with retreats, Bible studies and faith sharing opportunities. For more information email [contactus@ducrossroads.com](mailto:contactus@ducrossroads.com).

### Muslim Student Association

The Muslim Student Association organizes faith-filled activities and events for Muslim Students and the entire University. The University provides a prayer room above the University Chapel. Contact 412.607.3077

### Jewish Student Organization

The Jewish Student Organization works to provide community for Jewish students on campus. Contact [jsodug@gmail.com](mailto:jsodug@gmail.com)

### Orthodox Christian Fellowship

Orthodox Christian Fellowship (OCF) is a community of orthodox believers. Contact: Fr. Radu Bordeianu at 412.396.6526 or [bordeianur@duq.edu](mailto:bordeianur@duq.edu) [God in All Worlds](#)

### God in All Worlds

God in All Worlds is an inter-faith discussion group that meets regularly to discuss various inter-faith issues. This is a safe place to share your faith tradition and also learn about religions of the world through dialogue and reflection. We meet Mondays from 4:00 to 5:00 pm in room 116 of the Student Union. All are invited.

### The Big Question

Designed for freshmen, this group meets regularly to discuss life's big questions from ethical and moral perspectives.

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## Follow us online!



Spiritan Campus Min.  
SCMduq

SCMduq Congratulations to our graduating Seniors this past weekend! With the passing of graduation begins our summer...  
[fb.me/1fpXRuyp8](https://fb.me/1fpXRuyp8)  
41 days ago · reply · retweet · favorite

SCMduq Come join us for the Baccalaureate Mass for the graduating class of 2012. Mass starts at 3 pm on Friday May 4th in the A.J. Palumbo Center.  
47 days ago · reply · retweet · favorite

SCMduq Bible Study TONIGHT 9pm SCMC. All are welcome!  
52 days ago · reply · retweet · favorite

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# Mission and Identity Duquesne University

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## Ecumenism

While the environment of Duquesne invites participation in its spiritual life and Catholic traditions, we retain the openness of our Spiritan founders, whose rule calls for dialogue among people of different faiths and harmony among the many cultures of the world.

Venerable Francis Libermann, who revived the Congregation in the early 1850's, was unique among the religious leaders of his time for carefully instructing his missionaries not to disturb the cultural identity of the people whom they served.

There is virtually no religious tradition and no cultural background that is not present in some form on the campus of Duquesne University. As a Catholic university, Duquesne is called by the Spirit to welcome and partner with people of other religions. Their presence in our midst is the fulfillment of our Catholic identity... the word catholic literally means universal. We welcome the diversity they bring, enriching us all as intellectual sojourners who live by the Spirit and Mission of the University.

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[Spiritian Community at Duquesne](#)

[Engaging with Africa](#)

[Welcome](#)



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# Diversity and Inclusion

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## Celebrating Diversity

A Varied Population

Supporting Diversity

President's Advisory Council

Diversity in Employment

## Celebrating Diversity

Our Spiritan founders and sponsors have always believed in welcoming all and excluding none. So our students, faculty and staff represent many different races, religions, ethnic groups and socioeconomic backgrounds.

- Our students hail from nearly every state and 79 countries.
- This mix of viewpoints and perspectives makes our campus a unique, vibrant learning community, and a Duquesne education a distinctive and transformational experience that lasts a lifetime.
- We promote and encourage diversity throughout the community, in all of its forms.
- Diversity is a part of many activities and programs, and is a focus for development within our 2010-2015 Strategic Plan.
- We are a community in which human diversity is valued.



**We invite you to join us in celebrating diversity!**

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Newsroom

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## Diversity and Inclusion Events

**Held on Wednesday, Sept. 28, 2011, the Social Media & Diversity event featured guest speaker Dr. Rosta Farzan.**

**Diversity Dinners:**  
**Changing the "face" of technology in Pittsburgh was on June 9, 2011.**

Visit Western Pennsylvania Diversity Initiative for more details: <http://wpdiversity.org/>

**6th Annual Duquesne Disability Awareness Luncheon**

Beth Whitehouse of Autism Speaks discussed "Profit by Investing in Workers with Disabilities" - October 12, 2011

## Employment Contact

**Marie D. Bradford**  
Senior Employment Recruiter  
412.396.1403  
[bradfordm845@duq.edu](mailto:bradfordm845@duq.edu)



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# Exhibit F

## Student Life

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## Frequently Asked Questions about Duquesne Student Life

### What is there to do on campus?

Between concerts, plays and late night activities, there is plenty to do on campus whenever you are looking to hang out with your friends and have a good time. The Duquesne Program Council is a great source for campus entertainment as they often host comedians and put on weekly movie screenings for recently released titles. The NiteSpot (a hangout spot on the 1st Floor of the Duquesne Union) is also open until midnight (weekends until 1am) and caters to students with pool tables, ping pong tables, video game systems, computers, and big screen televisions. All of these facets of Student Life make Duquesne a great place to partake in good fun and unwind on a weeknight or weekend afternoon.

Learn about [nearby attractions in Pittsburgh](#) and our [interesting neighborhoods](#).

### What organizations can I get involved with?

Duquesne prides itself on making available many organizations and workshops to help develop leadership and networking skills that come into play later on within the "real-world" environment. The Center for Student Involvement coordinates all the Student Organizations on campus while working closely with Greek Life, Multicultural Affairs, Spiritan Campus Ministry, and Residence Life to comprise the "Duquesne Family." Along with training in leadership and time management, student organizations at Duquesne offer many social opportunities to expand relationships with fellow students in a comfortable setting.

### What are some things that set Duquesne apart from other colleges?

[Read about the organizations](#) that believe Duquesne University ranks among the best universities in the country.

### What transportation is available?

Duquesne is now making available a [shuttle](#) that runs from the South Side to campus from 7am - 10pm, Monday thru Friday. This service is only \$50 and comes at the demand by the student body. For further traveling, the Pittsburgh Port Authority offers bus passes that will get you to the Waterfront, which has a Costco, Michael's, Lowes, and many other stores, and to Station Square. If you are looking to travel even a further distance the MegaBus service is a cheap way to travel across the state and beyond. The Pittsburgh International Airport is also a short drive away from campus, making even further trips less of a hassle.

### Where do I go if I have a computer or technology question?

[The Computer Store](#) can meet all of your technological needs for college at a very discounted price! The Duquesne Computer Store, located on the 2nd Floor of the Student Union, offers many deals and discounts for Duquesne students at the beginning of the school year. Whether you are a Mac enthusiast or a PC fan, there is something to fit everyone's needs at this location.

Also, whenever a student is having any sort of trouble with technology on campus (whether it is the Duquesne computers, or a problem with his or her own laptop), [Duquesne Computer and Technology Services](#) (CTS) is there to offer a helping hand. CTS can offer a wide range of solutions for problems such as connecting to the Internet on campus, trouble installing software, or simply getting your computer to work at optimum capacity.

### What kind of recreation opportunities or fitness centers are available?

[The Power Center](#) is a recreational facility filled with things to do to stay in shape. Fitness opportunities include Club Sports, Intramural sports, Wellness Programs, and Group Fitness classes. One of the biggest events of the year is the Power Madness 3on3 Basketball Tournament during the month of March in the spirit of the NCAA Basketball Tournament. This competition brings in more and more participants every year and allows students to compete in a friendly environment. Other popular fitness activities include kickboxing, Zumba, spinning, pilates, and yoga. With long hours, several free weight facilities, two full basketball courts, a mini track, a couple study rooms, and many group fitness studios, the Power Center is a hub for students to unwind, blow off some steam, and keep healthy.

### Where can I eat on campus?

[Dining at Duquesne](#) offers students an extensive selections of eateries on campus. In the Duquesne Union, students can find Options Food Court on the 5th Floor where they serve wraps, fresh deli sandwiches, hot onion rings and fries. On the 1st Floor of the Union is The Off Ramp, or "Framp," another favorite place to relax, watch television, eat pizza, made-to-order sandwiches or fresh salads. However, by far most heavily visited cafeteria is the Fr. Sean Hogan Dining Center on the 2nd Floor of Towers Living Learning Center. Here students take advantage of the all-you-can-eat buffet cooking and desserts. Other on-campus dining centers include the Red Ring Restaurant and several convolant store locations. With all the options spread across campus, no student ever goes hungry at Duquesne!

### What ecumenical and interfaith opportunities are available?

[Spiritan Campus Ministry](#) is part of the [Division of Mission and Identity](#) and plays a significant roll in upholding the Duquesne ideals documented in the Mission Statement. Spiritan Campus Ministry is much more than a group of individuals or an agenda of programs or opportunities for service. It is the Spirit of Duquesne University; the Spirit that moves, that leads, that guides.

SCM serves all students, faculty and staff, whatever their faith, by helping them understand

and engage the University mission and Spiritan tradition so they can share it with each other, their communities and the world beyond.

#### What are athletics like at Duquesne?

Under the direction of Greg Amodio, [Athletics at Duquesne](#) have prospered into a nationally recognized force. The A.J. Palumbo Center, which has recently gone under a \$1.8 million renovation, houses the Duquesne Dukes basketball team. Basketball at Duquesne had always been a student favorite due to the reputation of The Red and Blue Crew, the Duquesne's student section. In all, Duquesne has five men's sports and eight women's sports, all of which play in either NCAA Division I or Division I Subdivision (formerly Division I-AA). Rooney Field, located on Academic Walk, also plays host to many sporting events. Since this field is directly beside the most heavily trafficked walkway by students, it lends to a very convenient experience since students don't have to go out of their way to watch a live football game. All in all, sports at Duquesne are a great way to show school spirit and cheer on your fellow students.

#### What leadership and service opportunities can students take advantage of?

The [Center for Student Involvement](#) is here to encourage students to get involved with the incredible amount of student organizations on campus. Just about every hobby or passion can be cultivated with the several interest groups offered at Duquesne. In order to get involved, it is as easy as looking up the student organization, contacting the campus advisor and arranging a meeting. From Greek Life and professional groups to tea-drinking and volunteering for the greater good, Duquesne has an organization for you.

#### What about performing arts on campus?

Groups such as the [Tamburitans](#) and the Duquesne Dance Team are examples of opportunities for students with background in performing arts can get involved doing what they love. The Tamburitans perform all over the country and are renown for their rich Eastern European influence and folklore. The Duquesne University Red Masquers is also a group that is easy to get involved with. The Red Masquers is proud to lay claim to being the oldest amateur theatre company in the city of Pittsburgh and . Known as the Red Masquers since 1914, the group traces its roots back to the late 1800s when Duquesne first started to offer an education in dramatics. Finally, the English Department also offers the opportunity to be apart of the The Medieval and Renaissance Players, a group dedicated to medieval and Renaissance drama.

Greek Life at Duquesne also offers several opportunities to display your dancing, singing or acting talents on stage with events such as Carnival and Greek Week. Carnival takes place during Homecoming of the Fall Semester and pairs up Fraternities and Sororities as they put on a performances full of synchronized dances and funny skits. Greek Week also hosts a night entitled Greek Sing where Greek Life organizations are paired up and put on a 10 minute theme performance of non-stop dancing and singing. These are two staple events in the Greek Life community at Duquesne and allow students to display Greek unity and Duquesne pride.

#### Where do I go if I am sick or injured?

Duquesne University is always putting the students first, especially when he or she is sick or injured enough that it is affecting his or her ability to learn. Health Services offers medical, mental health and wellness services. Health Services is open weekdays by appointment and offers routine physical exams by physicians and nurse, allergy injections, emergency care, referrals, and nutrition counseling. There is also a physician on call for after hours who can be accessed by calling the front desk of your Living Learning Center and identifying yourself as a Duquesne student.

#### What are the expectations of a Duquesne student?

The expectations of a Duquesne Student are outlined in the Student Handbook and are stressed during the annual Matriculation that every Freshman at Duquesne must partake in. The expectations are as follows...

- Read, understand and live out the values contained in the Mission Statement.
- Build on the values you have received from those who love you and strive to meet their expectations.
- Be diligent and sincere in your education, open to learning and change and strive for academic excellence.
- Be honest and have integrity in all that you do.
- Recognize the importance of service to others and our community.
- Grow spiritually, preparing for life, not just a career.
- Appreciate diversity, be welcoming to others.
- Respect your body and avoid addictions.
- Develop a sense of self around your ethical and spiritual values.
- Develop friendships and know the value of teamwork.
- Be proud of Duquesne, show school spirit and support University activities.
- Be at peace, love God, your neighbor and yourself.



# Exhibit G

# **DUQUESNE UNIVERSITY CORE CURRICULUM**

## **Guiding Vision**

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum at Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

## **Purpose**

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

## **Educational Values**

The educational values that flow from the vision and purpose are commitment to

- A. Academic excellence through the pursuit of truth;
- B. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression;
- C. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility;
- D. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding;
- E. Civic engagement in Service-Learning that links academic knowledge of society with real life issues and concerns;
- F. Intellectual honesty and academic integrity.

## **General Goals and Student Learning Outcomes**

The University Core Curriculum has broad common learning goals for all its students enrolled in its baccalaureate programs. Upon completion of the University Core Curriculum students are able to

1. Demonstrate critical, creative, and constructive thinking and communication – written and verbal – informed by the humanities and the social and natural sciences;
2. Recognize the diverse ways of knowing intrinsic to the intellectual disciplines and some significant ways in which they foster self-growth, broader understanding, and self-initiated learning;



3. Demonstrate literacy and problem-solving ability in quantitative, qualitative, and scientific analysis;
4. Comprehend fundamental human questions through the study of selected texts and figures in philosophy and theology;
5. Explain how religion can inform personal, societal, and professional life through study of and reflection on theological sources and questions;
6. Perceive and analyze basic ethical and moral problems—personal, professional and societal;
7. Recognize the importance of the creative arts and of artistic expression;
8. Identify some of the unique perspectives provided by faith and reason in the pursuit of truth;
9. Develop a global perspective through investigating diversity within global, national, and local contexts;
10. Distinguish among opinions, facts, and inferences and be open to revising personal judgments after careful and critical thought;
11. Demonstrate technological capabilities appropriate to the disciplines and information literacy, which includes critical analysis and reasoning;
12. Link academic theory and community-based practice through service.

### **University Core Curriculum Structure**

#### **A. Discipline-Specific Courses**

**21 credit hours**

6 credits in English Composition (UCOR 101 and UCOR 102)

UCOR 101 Thinking and Writing Across the Curriculum

UCOR 102 Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)

UCOR 110 Problem Solving with Creative Mathematics (UCOR 111)

Or a course approved for your degree program, such as

- Calculus for Non-Science (Math 110 or 111)
- Calculus I (Math 114 or 115)
- Fundamentals of Statistics (Math 125)
- Biostatistics (Math 225)

3 credits in Natural Science (one of the following)

UCOR 121 Biology

UCOR 122 Chemistry

UCOR 123 Physics

UCOR 124 Earth Science

UCOR 125 Astronomy

UCOR 126 Energy and the Environment

UCOR 127 The Big Bang and Beyond

UCOR 129 Science: Special Topics

*(Not all of the Natural Science courses will be offered every semester.)*

3 credits in Philosophy

UCOR 132 Basic Philosophical Questions

3 credits in Theology (one of the following)

UCOR 141 Biblical and Historical Perspectives UCOR 142 Theological Views of the Person UCOR 143 Theology: Global and Cultural Perspectives 3 credits in Ethics (one of the following) UCOR 151 Philosophical Ethics UCOR 152 Theological Ethics Additional options approved for your degree program such as: UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science] UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences]	
<b>B. Theme Area Courses</b> 3 credits in Creative Arts 3 credits in Faith and Reason 3 credits in Global Diversity 3 credits in Social Justice	<b>12 credit hours</b>
<b>C. Service-Learning Requirement</b> (0 credit hours) – one course (designated as “SL”); incorporates service into a course.	
<b>D. Information Literacy Requirement</b> (1 credit) – if not embedded in a course.	
<b>E. Writing-Intensive Requirement</b> (0 credit hours) – four courses (designated as “W”) with emphasis on advanced writing in the courses.	

### A. Discipline-Specific Courses

(For course descriptions see the Appendix pages 16-18.)

### 6 credits in English Composition

The English composition requirement ensures that University undergraduates have intensive training in written communication in two small classes. The two composition courses focus not only on surface correctness (absence of errors) but also on critical thinking and reading, analysis of written and visual texts, evaluation of sources of information, recognition of the difference between literary and nonliterary texts, and uses of technology to construct and analyze messages. In the English composition courses the students acquire the basic skills required not only to write well for their college classes but also to apply those skills in their professions and in their roles as responsible citizens.

### **Rationale**

As the world becomes increasingly digital and visual, clear written communication is more valuable than ever. The ability to write well—to describe, to persuade, to explain—is a skill demanded by professional fields from business to medicine to technology. An intensive first-year sequence of writing courses is particularly important because students often enter college with inadequate preparation for college course work, for professional communication, and for public writing. Emphasis on critical reading and thinking in the writing classes prepares students to engage the complicated and difficult material required in other University Core Curriculum courses and in their majors.

### **Learning Outcomes**

Upon completion of the English composition course sequence, students are able to

1. Identify the strategies of argument used in written rhetoric;
2. Recognize and analyze works of poetry, fiction, and drama;
3. Produce thesis-driven, coherently-organized, evidence-based, respectful, persuasive, academic writing, appropriate not only for their later college assignments but also for their post-graduate life;
4. Write with a focus on process rather than only on the product, and recognize the purpose of drafting both for their writing and for their critical thinking;
5. Write with a good command of grammatically correct standard English, and understand what resources to consult with questions about grammar, mechanics, or style;
6. Use sources responsibly and ethically, document sources correctly, and understand how to use professionally-sanctioned citation and documentation systems;
7. Assess what they have learned;
8. Apply communication skills taught in 101 to other University courses.

### **Courses**

The English Composition requirement is satisfied by the successful completion of  
 UCOR 101 – Thinking and Writing Across the Curriculum  
 UCOR 102 – Imaginative Literature and Critical Writing

#### **Policies**

1. UCOR 101 (or an approved transfer course) must be successfully completed before students can take UCOR 102;
2. Approved transfer courses or examinations may be substituted for UCOR 102.

### **3 credits in Mathematics**

The mathematics requirement ensures that our students graduate with the “quantitative literacy” required of well-educated citizens. Quantitative literacy includes the ability to interpret basic mathematical models, such as formulas, graphs, tables, and schematics, and draw inferences from them; to represent mathematical information symbolically, visually, numerically, and verbally; to estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results; to acquire a degree of versatility in approaching and solving problems; and to recognize that mathematical and statistical methods

have limits.

### **Rationale**

Mathematics is necessary not only for understanding modern technology but also for everyday living. Therefore, students need the skills that enable them to go beyond routine problem-solving in order to handle diverse and relatively complex problem situations. Mathematics is a language of quantity. It is an art as well as a science. Therefore, it is affected by and affects our culture and history. The mathematics requirement is designed to assist students to integrate the knowledge and study of mathematics with other experiences and disciplines.

### **Learning Outcomes**

Upon the completion of the mathematics course, the students are able to

1. Explain the role of mathematics as an intellectual discipline and as a problem-solving tool;
2. Apply the logical and deductive reasoning used in developing mathematics and in problem solving;
3. Communicate mathematical solutions using correct mathematical terminology;
4. Ask meaningful questions to clarify their comprehension of problems and collaborate with others to find solutions to them;
5. Select correct solutions to specific problems and generalize learning to construct mathematical formulas in new contexts;
6. Articulate contributions mathematics has made to culture in the form of mathematical puzzles and theorems.

### **Courses**

The mathematics requirement is satisfied by the successful completion of one of the following courses:

UCOR 111 – Problem-Solving with Creative Mathematics

Or a course approved for specific degree programs, such as

Math 110 or 111 – Calculus for Non-Science

Math 114 or 115 – Calculus I

Math 125 – Fundamentals of Statistics

Math 225 – Biostatistics

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

### **3 credits in Natural Science**

The natural science requirement engages students' curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge and appreciation of the natural world. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence, and by evaluating their conclusions. Upon completion of the natural science course, the students have acquired a basic

understanding of scientific language and research tools and are aware of major past discoveries, the current state of knowledge, and some future directions in at least one scientific discipline.

### **Rationale**

The rapid advances in technology and scientific knowledge mandate that students acquire a scientific literacy. In order for them to make appropriate choices about the many moral and legal issues that accompany such advances, students need a basic understanding of scientific theories and their origins.

### **Learning Outcomes**

Upon the completion of the natural science course, the students are able to

1. Articulate the role of science as an intellectual discipline and a problem-solving tool;
2. Explain and apply the scientific method;
3. Locate scientific literature appropriate to the course content;
4. Formulate sound, logical arguments using scientific data;
5. Communicate about science using the appropriate scientific terms and language;
6. Contribute to group discussions about scientific questions;
7. Collaborate with others to find solutions to scientific problems;
8. Generalize scientific observations and propose possible scientific solutions.

### **Courses**

The natural science requirement is satisfied by the successful completion of one of the following courses:

UCOR 121 – Biology

UCOR 122 – Chemistry

UCOR 123 – Physics

UCOR 124 – Earth Science

UCOR 125 – Astronomy

UCOR 126 – Energy and the Environment

UCOR 127 – The Big Bang and Beyond

UCOR 129 – Science: Special Topics

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

### **3 credits in Philosophy**

The purpose of the Philosophy course is to engage students in addressing the fundamental questions about reality, questions that cannot be answered using the methods of the empirical sciences. Classic issues—such as the existence of God, the nature of reality, the nature and constitution of the self, the formation and quality of the virtuous life, and questions of human freedom and mortality—are featured to varying degrees in the course. Through the close reading of selected texts of major philosophers and by raising basic philosophical questions, students will be encouraged to develop disciplined habits of mind by thinking critically and precisely about claims that are of fundamental importance to life.

### **Rationale**

The study of philosophy is central to the University's commitment to the intellectual formation of students. The basic philosophy course provides students with exposure to different forms of knowing, different claims about reality, and different evaluations of experience. It is important for students to have knowledge of the fundamental issues as they have been addressed by classic and contemporary philosophers, to evaluate these arguments critically, and to formulate their own responses to them.

### **Learning Outcomes**

Upon the completion of the philosophy course, the students are able to

1. Demonstrate knowledge of selected classic philosophical responses to basic questions of human existence;
2. Articulate what the study of philosophy as an academic discipline entails: philosophy is multifaceted, encompassing a broad range of fields such as epistemology and ethics;
3. Explain how philosophy is relevant to other disciplines (e.g., history, law, the sciences, theology);
4. Critique answers that contemporary culture (including popular culture) offers to the most basic human questions;
5. Formulate their own answers to basic philosophical questions and evaluate selected philosophical viewpoints.

### **Course**

The philosophy requirement is fulfilled by the successful completion of:  
UCOR 132 – Basic Philosophical Questions

## **3 credits in Theology**

The purpose of the Theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own lives and the lives of others. This requirement is fulfilled by choosing one of three course options that address the role of theology in the life of faith communities. Attention is given to important sources, methods, and questions relevant to the specific subject matter of each course. The three courses provide the opportunity for students to understand how religion and theology shape personal, communal, and global life.

### **Rationale**

Central to the general education curriculum of a Catholic university is the study of theology – the process of “faith seeking understanding.” The theology course enables students to study the relationship between religious faith and contemporary culture with attention to scripture, tradition, experience and contemporary thought. Each course also explores the interplay among religious belief systems in a manner appropriate to the subject matter of that course.

### **Learning Outcomes**

Upon completion of the introductory theology course the students are able to

1. Engage in critical thinking and informed reflection on religious faith as a phenomenon of human existence;

2. Identify important sources of religious faith, including revelation and its expression in scripture and tradition;
3. Articulate and apply basic methods theologians use in academic reflection on religious faith and practice;
4. Demonstrate knowledge of major themes and topics from the content of religious faith (e.g., biblical texts, Christian teachings, the texts and teachings of other religions);
5. Explain major elements of a life of religious faith (e.g., the Catholic community and its practices, ecumenical relationships, and responses to contemporary developments).

### **Courses**

The theology requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 141 – Biblical and Historical Perspectives
- UCOR 142 – Theological Views of the Person
- UCOR 143 – Theology: Global and Cultural Perspectives

### **3 credits in Ethics**

The purpose of the ethics requirement is to engage students in philosophical and theological reflection on the question: “How ought we to live our lives?” Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private, and professional lives.

### **Rationale**

Developing students’ ethical awareness and capacity for moral decision making is central to the University’s mission and commitment to assist students in their development as moral persons.

### **Learning Outcomes**

Upon completion of the ethics requirement, the students are able to

1. Demonstrate knowledge of selected philosophical and/or theological traditions that have helped shape moral discourse in the contemporary world;
2. Explain normative ethical principles;
3. Identify major factors (e.g., theories, narratives, persons, and institutions) that shape an understanding of ethics in our personal and professional life, and in our social and political lives together;
4. Analyze examples of professional ethical standards in relationship to broader theoretical and historical understandings of philosophical or theological ethics;
5. Critique responses to important moral issues in the contemporary world.

### **Courses**

The ethics requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 151 – Philosophical Ethics
- UCOR 152 – Theological Ethics
- Additional options approved for specific degree program such as:  
UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science]

## B. Theme Area Courses

The Theme Area courses provide students with a choice of courses that address specific themes important to the identity of Duquesne University: Creative Arts, Faith and Reason, Global Diversity, and Social Justice. To fulfill the Theme Area requirements, students take one course designated as appropriate for each of the four theme areas. Of the four theme courses, a minimum of two must be taken in the McAnulty College – one offered by the History Department and one offered by the Social Science departments (Economics, Political Science, Psychology, or Sociology). The remaining two courses may be taken in the College or in the other Duquesne University schools.

To be approved by the University Core Curriculum Theme Area Committee, it is expected that proposed Theme Area courses will be open to undergraduate students in all of the schools of the University. Since most students enroll in general education courses in the first two years of their degree programs, the majority of the Theme Area courses are offered at the 100 and 200 levels. Theme Area courses at the 300 and 400 levels may require prerequisites and/or the permission of the instructor. The Theme Area courses can be counted for a major or minor as well as for the University Core.

### 3 credits in Creative Arts

The study of the Creative Arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Through formal study of creative processes, students engage in non-linear modes of thinking, problem solving, collaborative achievement, and artistic expression in the fine arts, performing arts, or literary arts.

#### Learning Outcomes

Upon the completion of the Creative Arts requirement students are able to do #1 and at least one of the remaining four:

1. Demonstrate knowledge acquired by the study and analysis of the formal elements of the arts in a variety of media, and know how these elements are used to create compositions;
2. Identify representative musical works through perceptive listening with attention to various musical forms and periods, and composers and performers;
3. Explain the various facets of theater as an art form, including effective communication; creative expression; critical imagination; principles of form, style and function; and the interdisciplinary nature of dramatic performance, which includes writing, acting, directing, lighting, designing, and costuming;
4. Describe the visual arts (painting, architecture, sculpture, drawing, printmaking, and design) in various societies, with a focus on major artists, artistic styles and movements, employing both formal analysis and contextual methodologies;
5. Apply elements, skills, techniques, media, and processes that are appropriate for the fine arts, performing arts, and/or literary arts.



### **3 credits in Faith and Reason**

Throughout history the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. In courses concerned with the arts, cultural history, literature, the natural world, social and political thought, philosophy, and theology, students study how the interactions of religious faith and reason have been expressed and their relationship understood.

#### **Learning Outcomes**

Upon the completion of the Faith and Reason requirement, students are able to do at least one of the following:

1. Demonstrate recognition of how the relationship of religious faith and reason in a particular society affects its cultural life, such as its arts and its social, economic, and political systems;
2. Identify themes addressed by religious faith and philosophy or the sciences and apply relevant methods for considering those shared themes;
3. Explain major historical developments in the relationship of Christian theology and the sciences, with attention to how the conceptions of their relationship affect personal and societal life;
4. Describe the complex relationship between rationality and religious faith, through a focused exploration of a particular historical or philosophical period, a significant thinker, or a selection of literary works;
5. Articulate how religious faith can play a role in the critical analysis of social problems and in the choice of actions for their resolution;
6. Explain how intellect, affect, moral development, and religious faith work together in learning and find expression in works of literature, of literature and film, and in the other arts.

### **3 credits in Global Diversity**

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

#### **Learning Outcomes**

Students who fulfill the "Global Diversity" requirement are able to do at least one of the following:

1. Identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment;
2. Explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity;

3. Communicate effectively about major social and cultural trends of people living in non-Western regions, such as their religious, economic, and political patterns;
4. Articulate reasons for the presence of minority and/or historically marginalized groups in the United States and/or other Western countries;
5. Demonstrate knowledge of linguistic diversity within and outside U.S. borders through the study of a modern non-English language beyond the 200 level, with attention to the culture of at least one population that speaks that language.

### **3 credits in Social Justice**

Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society.

#### **Learning Outcomes**

Students fulfilling the Social Justice requirement are able to do #1 and at least one of the remaining five:

1. Articulate the importance of being informed, active, critical, questioning citizens in a complex globalizing society;
2. Demonstrate comprehension of the varied meanings of justice, both in theoretical terms and in practical application, at home and abroad;
3. Explain the basis for defending the dignity of *all* persons regardless of race, gender, sexual orientation, class, or national origin, and identify theoretical challenges and practical implications in making such a defense today;
4. Demonstrate the application of reasoning and other reflective skills to make judgments about what ought to be done in a situation in the light of what is morally/ethically at stake in the situation;
5. Analyze social justice issues by applying social science theories and research methods;
6. Examine how social, political and economic institutions can support or undermine a justly ordered society through the study of one or more of the following: political repression, economic inequality, environmental degradation, or social discrimination on the basis of race, gender and/or class.

### **C. Service-Learning Requirement**

**(0 credits, one course, with service incorporated into it)**

The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. McAnulty College and each school will provide students with courses that incorporate service. (Service-Learning courses add no credits to the University Core Curriculum requirements.)

### **Description**

Service-Learning courses can take a variety of forms, but all offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. The “SL” designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

### **Learning Outcomes**

Upon completion of the Service-Learning requirement, students are able to

1. Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community;
2. Recognize and reflect critically on the connections between theory and practice.

### **Determining “SL” Courses**

To receive the “SL” designation all courses, including degree required internships and field education experiences, must be approved as meeting the University’s Service-Learning criteria by the Service-Learning Advisory Committee’s subcommittee charged with vetting courses proposed for a SL designation.

### **Course Criteria**

#### **A. Preparation/Course Design:**

1. Clear connections exist between service activities and proposed learning objectives;
2. The academic rigor of the course is enhanced, not weakened, through use of service-learning;
3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course;
4. Rubrics for evaluating reflection activities are provided on the syllabus;
5. Students are oriented to the agency in which they serve and to the course project.

#### **B. Action/Service Performance:**

1. Service activities are mandatory;
2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.
3. Classroom sessions may be designated for student visits at Service-Learning sites (policies vary by schools/departments).

#### **C. Reflection:**

1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility;
2. The reflection activities are required pre-service, throughout the service, and post-

service;

3. Reflection activities are usually graded.

D. Reciprocity:

1. The service provided by the student is determined by the faculty member and the community partner;
2. Both the student and community partner benefit from the service;
3. The provided service helps to meet the organization's overall goal and is not harmful or wasteful of the student's or the organization's time;
4. Faculty, students, and community members implement sustainable service partnerships and/or projects;

(Examples of such sustainability include, but are not limited to

- Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester;
- Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects;
- Plans to implement continued service through groups other than the current SL course participants (such as University student organizations);
- The creation of "user manuals" or "handbooks" that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.)

E. Evaluation/Assessment:

1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

**Mechanism of Implementation**

McAnulty College and the Duquesne schools that have baccalaureate programs are responsible for developing Service-Learning courses. The Office of Service-Learning (OSL) provides support to faculty teaching SL courses through course design consultation and community partnership facilitation. OSL coordinates Service-Learning initiatives on campus and is advised by the Service-Learning Advisory Committee, which is comprised of faculty representatives from the College and Duquesne schools and from the community. A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. (SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.)

**The Office of Service-Learning will**

1. Collaborate with McAnulty College and the Duquesne schools in the development of SL courses and the formation of partnerships in the local and global community.
2. Seek guidance from the Service-Learning Advisory Committee.
3. Coordinate faculty development opportunities and make SL instructional resources available.
4. Collaborate with the Center for Teaching Excellence on new faculty orientation to SL.

**The Service-Learning Advisory Committee will**

1. Designate a subcommittee responsible for approving the “SL” designation to courses proposed as Service-Learning courses.
2. Guide the institutionalization learning through service at the University.

## **D. Information Literacy Requirement**

**(One credit, unless embedded in a course)**

Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. The mastery of these skills is essential for lifelong learning and is the foundation of Duquesne University’s special trust of seeking truth and disseminating knowledge within a moral and spiritual context. Courses within the student’s major will build on the introductory skills learned in the basic Information Literacy class.

**Learning Outcomes**

Upon completion of this requirement, the students are able to

1. Determine the extent of information needed for a project;
2. Access the information needed effectively and efficiently;
3. Evaluate information and its sources critically;
4. Incorporate selected information into a knowledge base;
5. Use information effectively to accomplish a specific purpose;
6. Communicate the information retrieved by creating documents using appropriate computer software programs;
7. Discuss basic computer security, privacy and ethics issues.

**Courses**

The Information Literacy component is satisfied by the successful completion of one of the following courses:

- UCOR 030 - Research & Information Skills Lab [1 UCOR Credit], (McAnulty College)  
 EDLTT 101 - Introduction to Technology [1 UCOR Credit], (School of Education)  
 MUTK 101 - Computers for Musicians [1 UCOR Credit], (Mary Pappert School of Music)

## **E. Writing-Intensive Requirement**

### **(0 credits; four courses with a writing emphasis)**

The intention of the writing-intensive requirement is for students to build on the college writing skills learned in the English composition courses (UCOR 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing-Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student's major field during undergraduate course work.

### **Criteria**

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on Service-Learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

### **Learning Outcomes**

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format.

## **Appendix**

### **Course Descriptions for Discipline-Specific Courses**

#### **6 credits in English Composition**

UCOR 101 – Thinking and Writing Across the Curriculum

An introduction to the expectations and practices of academic writing; UCOR 101 introduces students to the principles of rhetoric. Students learn how to identify audiences and create arguments that rely on logic, a credible voice, and that take into consideration an audience's values. Through reading nonfiction prose students engage in critical thinking and analysis and write between three and six papers (totaling between 16–25 pages of final-draft writing) with careful attention to the process of invention, drafting, and feedback. Students will also learn how to incorporate other voices into their own writing and how to properly document their use of those outside sources.

UCOR 102 – Imaginative Literature and Critical Writing

An introduction to imaginative literature and to critical techniques for interpreting imaginative literature; in this course students apply the academic-writing and critical-thinking skills they developed in UCOR 101 to the analysis of literature. Reading and analyzing texts from the three primary genres of literature (poetry, fiction, and drama) and perhaps other genres such as film, students will write 16–25 pages of literary analysis resulting from a serious engagement with the writing process as initially introduced in 101. In 102, moreover, students will be asked to use scholarly sources in a research paper on literature and to continue to sharpen their documentation skills.

#### **3 credits in Mathematics**

UCOR 111 – Problem-Solving with Creative Mathematics

This course provides an exploration on problem solving techniques. Mathematical literacy is addressed through group work, research and presentations. Topics include basic elements of statistics and probability, number theory, general mathematical law, logic, Venn diagrams and graph theory. Students take solutions to problems and try to generalize and construct mathematical formulas. The course attempts to help students become aware of the contributions of mathematics to culture in the form of traditional and ancient mathematical puzzles and theorems.

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

#### **3 credits in Natural Science**

UCOR 121 – Biology

Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization – from the molecular to the biosphere – demonstrating the diversity of life within which the commonality of life forms is found. Societal issues to be considered

include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

#### UCOR 122 – Chemistry

The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation, the chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

#### UCOR 123 – Physics

Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics: motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17<sup>th</sup> century. With this foundation, students are prepared to address topics chosen from among the following: properties of matter; heat and thermodynamics; electricity and magnetism; light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps students to recognize applications to the physics involved in everyday life.

#### UCOR 124 – Earth Science

A survey for non-science majors of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. How each impacts humans and how humans have an influence on the processes of the Earth, its oceans, and its atmosphere.

Students may also fulfill the Natural Science requirement by taking one of the following courses that are usually offered one semester each academic year:

UCOR 125 – Astronomy

UCOR 126 – Energy and the Environment

UCOR 127 – The Big Bang Theory and Beyond/Cosmology

UCOR 129 – Special Topics in Science

UCOR 170 – Roller Coaster Science

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

### **3 credits in Philosophy**

UCOR 132 – Basic Philosophical Questions

Philosophy, “the love of wisdom,” is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy and are encouraged to formulate their answers to perennial philosophical questions.

### **3 credits in Theology**

UCOR 141 – Biblical and Historical Perspectives



A study of Christian theology that examines the historical, literary, and theological aspects of a select number of biblical texts and discusses their contemporary relevance.

**UCOR 142 – Theological Views of the Person**

A study of theology through an investigation of the question: “What does it mean to be human?” Students engage this question in relationship to self, others, the world, and the Divine with attention to Roman Catholic and other Christian views in dialogue with other religious teachings (e.g. those of Judaism, Islam, Buddhism).

**UCOR 143 – Theology: Global and Cultural Perspectives**

A study of theology through analysis of the cultural and global influences that shape its thought and practice. Christianity is considered from either the perspective of its interaction with the world's religions, or through dialogue with the social sciences.

### **3 credits in Ethics**

**UCOR 151 – Philosophical Ethics**

A study of important ethical theories, past and present, and some of their applications to concrete issues.

**UCOR 152 – Theological Ethics**

A study of central issues of religious ethics (moral theology), including methodological and practical concerns, with a focus on the Christian tradition and with some attention to other approaches.

**UCOR 207 – Medical Ethics (Option approved for Rangos Health Science students)**

Ethical questions that arise in medical care and research are examined. Possible topics: doctor/patient relation, informed consent, and euthanasia.

**UCOR 253 – Health Care Ethics (Option approved for Rangos Health Science students )**

A study of practical and theoretical issues in the ethics of health care with attention to theological responses.

# Exhibit H



DUQUESNE  
UNIVERSITY

MCANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS  
OFFICE OF THE DEAN  
210 COLLEGE HALL

600 FORBES AVENUE  
PITTSBURGH, PA 15282  
tel 412.396.6388 fax 412.396.4859  
www.duq.edu/liberalarts

Monday, November 14, 2011

[REDACTED]  
[REDACTED]  
[REDACTED]

Dear [REDACTED]:

In accordance with the authority delegated to me by the Board of Directors and the President of Duquesne University, I am pleased to offer you the following terms of your part-time, non-tenured agreement for the spring semester of the 2011-2012 academic year.

Your appointment will be as an Adjunct Lecturer in the Department of English, and your base salary will be \$2,556.00. Unless otherwise requested by you and agreed to by the University, your salary will be paid in eight biweekly installments beginning Friday, January 27, 2012. To ensure that your stipend is paid on time, please contact the Office of Human Resource Management before Friday, January 06, 2012 to see that all necessary tax forms are completed.

The term of this temporary, non-tenured agreement is one semester. Your teaching assignment will be as indicated below. If this teaching assignment or any portion thereof is cancelled for any reason, including inadequate enrollment, the University reserves the right to cancel this appointment. The University retains sole discretion in defining inadequate enrollment.

I look forward to your being a part of our academic program for the 2012 spring semester. Kindly indicate your acceptance of the terms set forth herein by signing the enclosed copy and returning it to me as soon as possible, but no later than Friday, November 18, 2011.

Yours sincerely,

James C. Swindal, Ph.D.  
Acting Dean

cc: Dr. Magali C. Michael, Chair, Department of English

Course: UCOR 102-32 Imaginative Literature & Critical Writing 3 Credits

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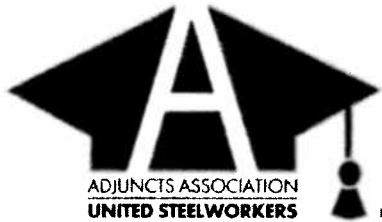
I accept this appointment to the part-time faculty of Duquesne University under the above conditions.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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110010-530010-622010

# Exhibit I



May 14, 2012

Dr. Charles Dougherty, President  
Duquesne University  
600 Forbes Ave.  
Pittsburgh, PA 15282

Dear President Dougherty,

In Pope Benedict XVI's encyclical *Caritas in Veritate* (2009), he says:

The repeated calls issued within the Church's social doctrine, beginning with *Rerum Novarum*, for the promotion of workers' associations that can defend their rights must therefore be honored today even more than in the past, as a prompt and farsighted response to the urgent need for new forms of cooperation at the international level, as well as the local level.

We are writing to you on behalf of the Adjunct Faculty Division of the United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union, AFL-CIO/CLC ("Union") to request that Duquesne University recognize the Union as the exclusive collective bargaining representative of all adjunct faculty working at McAnulty College and to begin bargaining with the Union over the terms and conditions of employment for these adjuncts.

The Union bases this request upon the fact that a strong majority of all adjuncts at this College have signed cards selecting the Union as their collective bargaining representative and authorizing the Union to bargain on their behalf. We are prepared to have these cards verified and counted by a mutually-agreed-to third party, and we would propose Father Jack O'Malley as that third party.

We think Duquesne can adopt a model of higher education that other, especially Catholic universities (St. Francis College, University of San Francisco, etc.) falling in line with Catholic social teaching, have begun. By recognizing our union, the University will help us serve our students better and will give Duquesne a competitive advantage—because supporting adjunct faculty, who teach a high proportion of UCOR courses, has a direct impact on recruitment and retention of undergraduates. We are confident that you will welcome the opportunity to have an equal negotiating partner that is committed to the long-term health of the University.

This request should be considered continuing in nature.

Sincerely,

Volunteer Organizing Committee  
Duquesne Adjunct Faculty Association

# Exhibit J

----- Original Message -----

Subject: Message from President Dougherty

Date: Fri, 15 Jun 2012 15:50:27 +0000

From: President of Duquesne University <[president@duq.edu](mailto:president@duq.edu)> <<mailto:president@duq.edu>>

Reply-To: President of Duquesne University <[president@duq.edu](mailto:president@duq.edu)>  
<<mailto:president@duq.edu>>

To: [all-employees-list@lyris.duq.edu](mailto:all-employees-list@lyris.duq.edu) <<mailto:all-employees-list@lyris.duq.edu>>

To the Campus Community:

I am pleased to tell you that all four of our unions have now agreed to new contracts with the University, contracts that recognize the challenging financial situation we are facing. Members of these unions will therefore receive the same 1.5% one-time supplemental payment that others are receiving at the end of this month. I am grateful to all these men and women for their important help. In turn, the University has agreed that if there is a pool for raises in the fall, union members will share in it as well.

The enrollment situation remains about the same for graduate admission: down from what we hoped for. However, the undergraduate picture is looking especially strong at this point.

The campus is beautiful and busy with summer construction. I hope you take time to enjoy the summer with family and friends.

Charles J. Dougherty, Ph.D.  
President

# Exhibit K



# Human Resources

Human Resources  
DU Daily  
Athletics  
Newsroom

About DU Academics Admissions Student Life Alumni and Giving Search Home



[Celebrating Diversity](#)

[How to Apply](#)

[Employment Diversity](#)

[Faculty Openings](#)

## Faculty Hiring: Diversity & Inclusion



By hiring a diverse group of faculty, we enhance the experience of our students during their time at Duquesne.

Diversity in faculty broadens the scope of teaching and extends research interests in new directions.

We actively seek out academics from a variety of backgrounds and provide resources to enable them to excel as leaders in research and scholarship.

## A Rich and Vital Community

While we follow a Catholic tradition, we maintain an ecumenical atmosphere embracing diversity and inclusion.

Our faculty members represent a range of ages, international citizenship, abilities, ethnicity, gender, race, religion, and sexual orientation.

As a result, faculty from many walks of life serve as mentors and role models for students.



[Learn more about diversity at Duquesne](#)

## Diversity and Inclusion Events

Held on Wednesday, Sept. 28, 2011, the Social Media & Diversity event featured guest speaker Dr. Rosta Farzan.

Diversity Dinners: Changing the "face" of technology in Pittsburgh was on June 9, 2011.

Visit Western Pennsylvania Diversity Initiative for more details:  
<http://wpdiversity.org/>

## 6th Annual Duquesne Disability Awareness Luncheon

Beth Whitehouse of Autism Speaks discussed "Profit by Investing in Workers with Disabilities" - October 12, 2011

## Employment Contact

**Maria D. Bradford**  
Senior Employment Recruiter  
412.396.1403  
[bradfordm845@duq.edu](mailto:bradfordm845@duq.edu)



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